

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	37	Elementary schools (includes K-8)
	14	Middle/Junior high schools
	12	High schools
	1	K-12 schools
	64	TOTAL

2. District Per Pupil Expenditure: 11657

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	8	19	6			0
K	43	35	78	7			0
1	37	44	81	8			0
2	53	41	94	9			0
3	47	51	98	10			0
4	46	49	95	11			0
5	45	56	101	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							566

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 3 % Asian
 2 % Black or African American
 6 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 84 % White
 5 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	32
(4)	Total number of students in the school as of October 1.	546
(5)	Total transferred students in row (3) divided by total students in row (4).	0.059
(6)	Amount in row (5) multiplied by 100.	5.861

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 12

Number of languages represented: 5

Specify languages:

Spanish, Russian, Chinese, Urdu, Cambodian

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 33

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 45

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>7</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>24</u>	<u>2</u>
Special resource teachers/specialists	<u>12</u>	<u> </u>
Paraprofessionals	<u>10</u>	<u>6</u>
Support staff	<u>8</u>	<u> </u>
Total number	<u>56</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	97%	97%
Teacher turnover rate	3%	5%	5%	8%	11%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

New Market Elementary (NMES) is a school of 565 students, both regular and special education, from pre-kindergarten through fifth grade. We also have magnet classes for highly advanced students. Our mission is to educate children for the future to become caring, responsible citizens. We maintain high expectations and prepare our students to become critical thinkers, effective communicators, and lifelong learners.

NMES is abundant with traditions and that recognize its community's rural history while celebrating its growing diversity including "New Market Days" where activities and dress are from colonial times. We also celebrate our rural history by participating in "Christmas in New Market" where students compare the old and new times through games, activities, costumes and contests. Healthy fitness has become an integral part of the NMES community and is demonstrated in a variety of ways including student participation in community track meets, Jump Rope for Heart, recess and after-school running clubs, and an annual Fun Run. Our "movement in the classroom" initiative involves teachers using movement to instruct and assess. Classroom teachers also enrich their programs by integrating academic content with the arts. For example, third graders researched ancient civilizations and then performed a musical related to that topic. This production was performed for retirement communities and local civic organizations. In the area of visual arts, students' creations have been displayed at the State House in Annapolis and at local galleries.

Our student population is culturally and academically diverse. Today, NMES serves a largely suburban population of families whose parents commute to city jobs. Our students are predominantly white, native English-speaking but we also have Hispanic, Asian and African American students and at least 5 additional languages represented. Special education and magnet students create a unique academic diversity at NMES. Parental and community support make it possible for the staff to meet the needs of such a diverse population. Parent volunteers offer after school clubs for those students interested in Spanish, robotics, astronomy and technology. They also give extra support to struggling students in homework club. These unique offerings as well as other parent contributions lead to 5,780 annual hours of service by parent volunteers each year.

NMES recognizes the contributions of its parent volunteers by performing an extravaganza for them annually that is created and performed by NMES staff. We also participate in a letter writing campaign to Frederick County veterans culminated in a Veteran's Day ceremony offering tribute to those who have served our country. We participated in Make a Difference Day by collecting toiletries for deployed troops. Our student driven "Green Team" initiated a composting program to recycle cafeteria waste used to fertilize our school vegetable garden grown for local food banks. In addition, our community contributes generously to various food and toy drives. In an effort to provide educational opportunities for the community we have sponsored literacy, math, family fitness and wellness nights.

One of our notable milestones was in 2008-2009 when 99.7% of all students and 100% of special education students achieved proficiency on the Maryland State Assessments in reading. We continue to work collectively to find new ways to help students succeed. This same year we hosted a rededication for our new addition and renovation by honoring students, community, past administration and local dignitaries. For this celebration, students wrote and sang a new school song, titled "The Heart of New Market". Each class contributed to a time capsule that was buried in the front lawn.

NMES greatest strength is its staff. Several members of the staff have been recognized with awards for their outstanding performance. One such award was in 2009 when we became the home of the Frederick County Teacher of the Year. Our combined years of teaching experience in the building are 685. The staff turn over rate is a very low 4% average over the past 5 years.

Our experienced and dedicated staff, meaningful traditions, high academic and behavioral expectations, focus on the whole child, and the collaborative community relationship make NMES worthy of Blue Ribbon status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All public schools in Maryland use the Maryland School Assessment (MSA) to measure student knowledge in reading, mathematics, and science in grades 3 through 5. Students can score at Basic, Proficient, and Advanced, with a score of Proficient or Advanced demonstrating that the standard has been met. Aggressive achievement goals for students are outlined by the state in the form of Annual Measurable Objectives (AMO). The AMOs are yearly targets that schools must meet to show that they are making progress toward the goal of 100% proficiency in both reading and mathematics by 2014. The AMO applies equally to all subgroups, which are defined by the state as five or more students. More information about the MSA can be found at www.mdk12.org and www.mdreportcard.org.

NMES students have historically scored well on the MSA, culminating in the 2009 results which are our highest to date (note that magnet student scores are included in "All Students"). In the category of "All Students," 99% of students at both grades 3 and 4 scored at Proficient/Advanced on the reading test. In grade 5, 100% of students scored at Proficient/Advanced. Of particular note is that 100% of all special education students in all three grades scored at Proficient/Advanced on the reading test. Only grade 4 contained enough students to make a subgroup for "free and reduced meals" (FARM) and "Asian/Pacific Islanders" (API), both achieving 100%. As the data illustrates, no disparities exist in the reading test among grade levels or subgroups.

On the 2009 MSA in math, 97.9% of "All Students" in grade 3 scored at Proficient/Advanced, 98% for grade 4, and 96.2% for grade 5. Special education scores by grade level were 80% at grade 3, 81.8% at grade 4, and 81.8% for grade 5. Of significance is that both FARM and API subgroups for grade 4 achieved 100% for math.

While the 2009 MSA results indicate excellent student achievement at NMES, it is instructive to examine historical trends. Each year for the last five years, MSA scores for every grade level in both reading and math have increased. In reading, we have seen a 9.5% increase in grade 3, 8.5% in grade 4, and 9.8% in grade 5. Subgroups have made significant gains. In 2005, only 58% of special education students in grade 5 scored Proficient/Advanced; by 2009, 100% scored at those levels. At fourth grade, special education students made a gain of 50% and grade 3 made a 37% increase on the reading test. The FARM subgroup showed a 20% gain in grade 4 over the last five years moving from 80% to 100%.

Similar growth can be seen in math. In 2005, 82% of "All Students" scored at Proficient/Advanced; in 2009, almost 98% of students scored at those levels. Over the last five years "All Students" saw a 16% increase in grade 3, 11.3% in grade 4, and 7% in grade 5. Since 2005, math scores for the special education subgroup have increased by 40% in grade 3, 27.3% in grade 4, and 31.8% in grade 5. The FARM subgroup also showed a 20% gain for math in grade 4 over the last five years moving from 80% to 100%. New Market is very proud of these patterns of growth and increased student achievement among all students and subgroups.

NMES also contains magnet (gifted and talented) classes which consists of students who are expected to score Advanced on the MSA. The percentages of students scoring at the advanced level on the MSA for 2008-2009 are grade 3: 96% reading, 96% math, grade 4: 97% reading, 100% math, grade 5: 100% reading, 88% math. Trend data for 3rd grade magnet students reveals a growth of almost 30% between '04 and '09 results for reading. Similarly, fourth grade magnet advanced scores in reading demonstrated a growth of 33% between '04 and '09.

The growth trends in the data indicate that New Market Elementary developed a group of high achieving students through targeted, coordinated instruction and support. The staff at New Market applies what we learn from the data each year to improve our programs and interventions, a practice that is ongoing.

2. Using Assessment Results:

NMES uses assessment data to understand and improve school and student achievement. All assessment data is analyzed to determine overall and individual strengths and weaknesses. Areas of concern are identified and next steps are determined. At the school level, those next steps become part of our School Improvement Plan. For example, we analyzed our aggregate, subgroup, and grade level MSA data and found that not all students were working to their full potential. One specific action we took was to improve student discourse at all grade levels in order to assist students with organizing and communicating their thoughts before demonstrating understanding of concepts in writing. This focus on student discourse is included in our 2009-2010 School Improvement Plan. When county data showed low student fitness scores, we made a school wide effort to become more fit, with scores increasing by 28% the following year.

At the student level, every teacher has a class spreadsheet which tracks student scores on all county and classroom assessments. We worked as a school to design the spreadsheet to be clear and concise. Criteria are set and color coding reflects basic, proficient, and advanced scoring. Spreadsheets are used during quarterly articulation meetings as well as weekly team meetings in which staff members collaborate to discuss the needs of students, modify current interventions, and determine next steps for students not meeting grade level expectations. For example, if a student is reading below grade level and scoring basic on several phonics assessments, the team reviews this quantitative data and all qualitative data such as anecdotal notes and observations. If Tier 1 interventions are in place but have not proven successful, the team might determine that a more intensive Tier 2 intervention would be appropriate. Students are continually monitored during this process, which is essential to our success.

3. Communicating Assessment Results:

NMES has flourished as an exceptional elementary school where positive relationships and effective communication are paramount. NMES makes an extensive effort to communicate student performance to students, parents, and community. A service called Find Out First is used to immediately and routinely send home school newsletters and communicate important information to parents via email. Local news media have helped provide positive publicity in communicating our assessment results. Opportunities are provided for parent and community involvement that supports communication of student performance. Student performance data is shared at back to school night where generally 90% of parents attend. The School Improvement Team, consisting of school staff, parents and a community liaison, meet regularly to review the school's performance on assessments, the effectiveness of interventions, and modify school goals based on the data. The Reading and Math Power Teams are comprised of parent volunteers who work one-on-one with students to increase student achievement. Every 18 weeks, we hold a celebration highlighting improved performance of the children served by the teams. NMES also hosts Family Fun Nights, including Math, Reading, and Fitness Nights emphasizing school goals, MSA expectations and related data from assessments to parents.

Teachers use objectives, checklists, and rubrics to provide specific feedback to students. This information is then sent home to share with parents. Students use take home folders and agendas to provide a daily means of communicating student progress. Reciprocal communication between school and home is accomplished by use of voicemail, email, and face-to-face conferences. Grade level teams send out a monthly newsletter to keep parents informed. Teacher-created websites share information and expectations with students and families. Individually, teachers use interim reports to provide updates of student performance. When an ILP (Individual Learning Plan) or IEP (Individual Education Plan) is deemed necessary based on data, parents are part of the team that determines the final plan. Data is explained to parents and used to create the appropriate academic plan.

NMES has a successful partnership with the New Market community and its families where effective communication provides a framework of collaboration that maximizes student performance.

4. Sharing Success:

NMES is proud of its accomplishments and readily shares ideas and strategies with others in the community and the state. NMES hosts interns from our feeder high school to help encourage a new generation of teachers. We are a professional development school which prepares future educators from Mount St. Mary's University. Staff members have shared their expertise both professionally, at county-wide and state-wide conferences and workshops as well as through graduate courses, and informally with peers throughout the county.

The success that NMES has had in the last several years has prompted other educators across the state to meet with our leadership team and to observe our teachers modeling successful lessons. We are also a demonstration school for the technology company, e- instruction. This involves our Early Childhood Education (pre-K) students using technology. E-instruction takes video of our students and shares the video across the nation with school administrators and at conferences.

Teacher specialists within Frederick County have taken ideas being used at New Market and shared them with other county schools, such as our focus on fitness and environmental awareness. Fitness has been promoted through a laps running program during recess and a 5K Community Weekend Fun Run. The efforts required to organize such an event has been shared with other schools. Our fifth grade has started a Green Team whose success was recently shared at a county science workshop and with schools across the country who read about it on www.educationworld.com. Special education teachers have shared information with other schools regarding ways to prepare students for MSA, effective school wide scheduling, and remedial program strategies. Students use a response system technology to take monthly assessments which provides teachers with a quick look at their student's comprehension progress. This process also has been shared with several county schools as well as other schools in Maryland.

Lastly, we are proud to acknowledge that NMES is the home of the 2009 Frederick County Public Schools' Teacher of the Year. In this position, our Teacher of the Year participates in statewide activities where she shares our school successes with teachers from across Maryland.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Through collaborative planning and the use of engaging, differentiated instruction, NMES staff ensures the academic success of all its students. NMES implements Frederick County Public Schools' Essential Curriculum, which is derived from the Maryland Voluntary State Curriculum. Curricular areas include Language Arts, consisting of Communication (writing, listening and word study) and Comprehension (reading, speaking, and vocabulary); Math; Science; Social Studies; Music; Art; and Physical Education. Technology is integrated across all curriculums.

Understanding student strengths and needs is the core of our instructional model. Teachers plan lessons based on their students' understanding of the curricular areas. Differentiated, flexible groups are formed to condense objectives in order to enrich experiences and provide extra support for those that need to master objectives. Student achievement is monitored with a school wide system of data collection that is used in weekly grade level meetings to plan instruction and quarterly with administration to determine if interventions are necessary.

NMES employs the gradual release model of instruction. Teachers model skills for students, providing guidance and support until students can independently apply skills. Based on brain research, students are engaged in meaningful discussions and movement as important instructional components of the school improvement plan.

Our math program incorporates *Investigations* (Scott Foresman) which enables students to learn concepts by moving from the concrete to the abstract. The program helps students make sense of mathematical ideas by emphasizing reasoning and engaging a range of learners in conceptual understanding. Teachers tap into students' prior mathematical knowledge to facilitate application of knowledge to new concepts. Teachers are engaged in ongoing learning about mathematics, content, pedagogy, and student learning. Each investigation is hands-on and sequential to develop a strong conceptual foundation.

Our science program uses a constructivist approach to learning through a variety of presentation techniques in order to accommodate the different learning styles of students. Students are given the opportunity to work cooperatively with others and share their ideas with their peers. Science skills and processes are embedded into each science lesson allowing deeper understanding and application of the material. Students are encouraged to participate in our annual science fair. All students visit Frederick County's Earth and Space Science Laboratory – a specialized facility, complete with a planetarium, where students are provided additional instruction. The Frederick County Outdoor School staff provides earth science instruction for our fifth grade students; students take two full day field trips in which they learn about geology of Frederick County. In addition, our students learn and participate in activities that emphasize environmental awareness. They recycle lunch waste through our school wide composting program. This is used to fertilize a fruit and vegetable garden which supplies Frederick county residents in need.

Our arts education program integrates the content of regular classroom subjects into the aligned national and state standards. All students receive two periods of general music and visual arts each week. Chorus is offered to fourth and fifth graders before the start of the school day as enrichment. Fourth and fifth graders may also enroll in the instrumental music program where they receive weekly instruction on a band or orchestra instrument. Music, art and classroom teachers collaborate to produce several programs a year which immerse the language arts and liberal arts curriculum, thus extending opportunities for students to create a grand performance.

Our physical education and health program extends beyond the national and state standards of curriculum by including a school wide fitness and health goal in our School Improvement Plan. Students are given the lead in a school wide exercise movement program during morning announcements at the start of each school day. Students are encouraged to value life long physical activity.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

New Market Elementary School implements Frederick County's Essential Curriculum, which is derived from Maryland's Voluntary State Curriculum. The foundation of the Language Arts and Reading curriculum holds that reading and writing processes are connected and integrated with all subject areas.

The FCPS Language Arts and Reading curriculum is organized into three sections: General Reading Processes, Reading Informational Texts, and Writing to Inform and Persuade. General Reading Process objectives develop student skills in phonemic awareness (Pre-kindergarten - Grade 1), phonics (Grades 1 – 4), reading fluency, vocabulary development, and comprehension of literary texts. Reading Information Texts objectives support the general understanding of informational content as well as critical reading. Writing to Inform and Persuade focuses on the application of the writing process (prewriting, drafting, revising, and editing) to create useful products for different audiences and purposes. In addition, instruction using The Six Traits of Writing program allows the writing process to be broken down into more meaningful and manageable parts (ideas, organization, sentence fluency, voice, word choice, and editing.)

The ultimate goal of teachers is to ensure that all students meet or exceed rigorous Language Arts standards for student achievement. The use of assessment data aligned with grade and above grade level objectives drives instruction and determines instructional grouping for guided reading. During guided reading, students focus on the meaning of the story and application of various reading strategies to problem solve when their reading ability is challenged. By providing small groups of students the opportunity to learn various reading strategies with guidance from the teacher, they will possess the skills and knowledge required to read increasingly more difficult texts on their own. Both remediation and enrichment plans are put in place for students when appropriate. Teachers differentiate instruction in ways that enable all students to meet or exceed established standards. They cluster objectives for acceleration when appropriate, use student interests and real-life situations to make learning engaging and relevant, and foster a positive academic identity in each student.

3. Additional Curriculum Area:

New Market Elementary School's mission is to "Educate children for the future." We do this in collaboration with our parents and the community to provide opportunities for students to develop their unique talents and achieve their potential. We educate our students to value, understand and use mathematics at school and in their world.

Teachers motivate and challenge students to use what they know about mathematics in order to develop skills needed in our environment. Discourse and exploration guide students in developing their own understanding of math. Teachers look at every part of the math curriculum and also what it would look like from the student's perspective so they can make sense of how it relates to their everyday life and for the future. Students communicate their thinking about math through the use of journals, BCR instruction and targeted discussions. Teachers examine student work samples to be diagnostic about their teaching and develop lessons based on the specific needs of the students. At NMES, teachers are continuously learning new innovative strategies in math and implementing them into daily instruction.

Differentiated instruction is used to give students opportunities to use what they know about math concepts while participating in classroom activities and using technology to utilize their unique abilities. Cross grade level integrated math projects allow older students to work with younger students. These activities empower

older students to develop a deep understanding of concepts in order to teach and assist the younger students. They also cultivate character by interacting and becoming a part of the community that is established in our school. Within the school community, students are given opportunities for extended learning before, during or after school for support and enrichment of the math curriculum. Our Power Team made up of community helpers and parents work with students daily to support and enrich math skills.

The NMES staff hosts numerous opportunities to provide learning experiences for the community. We hold annual math nights for families that showcase ways math can be used in the home. We offer strategies and online resources that support the use of number relationships, problem solving, geometry, statistics, reasoning abilities and mathematical processes students use daily in the classroom.

4. Instructional Methods:

Differentiated instruction is evident throughout NMES. For a number of years, teachers have received extensive training on how to differentiate in order to meet the needs of all students. Some of the strategies which have been implemented in our classrooms are compacting, flexible grouping, verbal discourse, and project based investigations. This has been shared and has been particularly successful for our high achievers in all classrooms because their gifts are often content-specific, and many need a tailor-made program. The principles apply to all students.

Students who do not meet grade level standards have ILPs specifically designed to identify their needs and provide specific interventions that will accelerate their learning and move them on grade level. Articulation teams meet quarterly to discuss every at-risk student and adjust their learning plan according to data collected by the classroom teacher.

Our teachers develop relationships with students and engage them in the learning process using activities that motivate and challenge students to remain on task. Activities are suited to the needs of students according to the mixed ability levels, interests and backgrounds. English language learners are provided with activities that are bilingual in nature or that provide the necessary resources for students to complete the activity with success. Students of varying abilities require different levels of scaffolding. On grade level instruction is delivered to the entire class and then flexible skill groups are formed and instruction is modified for each group based on need.

There are several opportunities for supplemental instruction. For example, students not meeting enrolled grade level standards may stay after school for a number of weeks of extended learning to target specific skills. In math, a student struggling with math facts may meet with a parent from the Power Team for some one-on-one tutoring. An emotionally challenged student may participate in a counseling group and/or given a significant part in a musical production.

Every step we take at New Market is purposeful, child-focused, and designed to help all students thrive. Our diagnostic work helps us discover the current abilities of each student, and our teamwork guides our plan for every individual in our building to ensure that all children are successful.

5. Professional Development:

Professional development at New Market Elementary supports school improvement goals, initiatives and teacher needs. The goals include 100% of students achieving proficient or advanced on the MSA and increasing the number of students scoring advanced. These goals drive the enrichment strategy focus of our professional development plan. Our health and fitness initiative as well as new technology also contribute to the type of professional development delivered to help our student achieve.

Four hours of professional development are offered each month including time for assessment and reflection. Grade level teams meets weekly with either the math or language arts specialist to learn new enrichment

strategies. Staff meetings consist of differentiated enrichment sessions allowing teachers to self-select topics that align with their specific professional development needs. Strategies can be used across curricular areas and are designed to increase student engagement and metacognition. For example, one focus is on increasing oral discourse among students. Teachers share strategies to encourage student discussion and engagement with curriculum..

Our school wide health and fitness initiative encourages increased student engagement through ongoing implementation of “Movement in the Classroom”. Our Physical Education Curriculum Specialist presents activities and strategies at each staff meeting to be used for instruction and assessment. These strategies align with the exercise physiology content standard stating that physical activity enhances cognitive and physical performance. Our school data supports that students who are fit tend to achieve higher academically.

Newly acquired technology in our building has required intensive, targeted instruction for teachers on implementing software and hardware. The instructional technology specialist meets monthly with each team to assist with the implementation of technology as a tool to support curriculum content standards. This also addresses the national technology standards for students. Our co-teach model pairs teachers experienced with technology implementation with teachers who are developing their skills. Optional technology classes are also offered after school.

New teachers or teachers new to a specific grade level work with a teacher specialist to develop confidence and proficiency with providing instruction. They develop plans for differentiated readings groups, diagnosing reading strengths and implementing effective guided reading. These same teachers observe peer teachers in both our school and other schools with similar demographics.

6. School Leadership:

The leadership structure at New Market Elementary School provides opportunities for each staff member to demonstrate their expertise as leaders of the school. Grade level teams, parents and students share the leadership at NMES so that responsibility for achievement is widely distributed among the various roles in the school. The principal provides guidance, direction and is instrumental in setting high expectations for student achievement which creates the culture of the school.

School leadership ensures that policies, programs and resources for improving student achievement are in place through shared governance which results in a broader support and representation for those issues critical to school success. The School Leadership Team consists of leaders from staff, parents and a town representative. This team reviews and modifies our School Improvement Plan. The school improvement goals are updated yearly based on data provided from state, county and school assessment results. Programs, professional development and resources are put in place to support these goals. While the principal sets the agenda for all leadership meetings, the vice principal often leads those meetings and teachers are frequently tapped to lead staff meetings. A Student Leadership Team of eight students meets twice a month to give a student perspective and voice on many of the same issues the School Leadership Team reviews.

Team Leaders from each grade level conduct weekly meetings in which student progress and current teaching practices are discussed. Teachers use this time to collaborate in order to find best practices which will enhance their teaching and result in student achievement. The principal either attends these meetings or the team leader provides the principal with meeting notes.

As our school vision states, “Our school is dedicated to collaboration with our parents and the community to provide an enriched learning environment.” Perceptual survey results, taken by staff and parents, are also analyzed and goals are developed to increase school/community relationships. The principal works closely with all constituents including students, staff, parents and community to establish mutual positive relationships where everyone is responsible for student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Maryland School Assessment

Edition/Publication Year: 2009

Publisher: Maryland State Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	96	93	91	82
% Advanced	56	46	43	42	42
Number of students tested	98	104	71	86	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					1
Percent of students alternatively assessed					1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	80	82		55	40
% Advanced	10	18	0	0	0
Number of students tested	10	11		11	15
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	98	98	94	92	82
% Advanced	57	44	42	40	41
Number of students tested	88	91	64	75	93

Notes:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

The Alternate Maryland School Assessment

(ALT-MSA) is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland State Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading, mathematics, and science objectives.

Subject: Reading
Edition/Publication Year: 2009

Grade: 3 Test: Maryland State Assessment
Publisher: Maryland State Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	99	97	97	95	89
% Advanced	55	34	38	31	38
Number of students tested	98	102	71	83	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed					1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	100	81		64	53
% Advanced	30	9		0	7
Number of students tested	10	11		11	15
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	99	98	97	93	89
% Advanced	56	33	38	31	37
Number of students tested	88	91	64	75	93

Notes:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
- The **Alternate Maryland School Assessment (ALT-MSA)** is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland State Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading, mathematics, and science objectives.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 4 Test: Maryland State Assessment
Publisher: Maryland State Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	99	96	89	88
% Advanced	69	62	56	53	44
Number of students tested	101	77	86	102	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	1
Percent of students alternatively assessed				1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	82		60	50	55
% Advanced	27		10	7	9
Number of students tested	11		10	14	11
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	98	99	96	88	87
% Advanced	67	63	53	52	48
Number of students tested	88	70	76	98	95

Notes:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

The **Alternate Maryland School Assessment (ALT-MSA)** is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland State Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading, mathematics, and science objectives.

Subject: Reading
Edition/Publication Year: 2009

Grade: 4 Test: Maryland State Assessment
Publisher: Maryland State Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	99	99	96	93	91
% Advanced	54	65	61	54	32
Number of students tested	101	77	86	102	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	1
Percent of students alternatively assessed				1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	100		70	50	73
% Advanced	18		30	7	9
Number of students tested	11		10	14	11
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	99	99	97	93	92
% Advanced	53	66	61	53	35
Number of students tested	88	70	76	98	95

Notes:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

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Subject: Mathematics
Edition/Publication Year: 2009

Grade: 5 Test: Maryland State Assessment
Publisher: Maryland State Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	95	90	87	89
% Advanced	38	51	40	34	35
Number of students tested	79	87	94	108	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1	1	1
Percent of students alternatively assessed			1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	82	73		46	50
% Advanced	9	0		8	8
Number of students tested	11	11		13	12
5. Limited English Proficient Students					
% Proficient plus % Advanced	97	96	90	90	88
% Advanced	39	50	40	38	36
Number of students tested	72	78	90	98	83
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

The **Alternate Maryland School Assessment (ALT-MSA)** is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland State Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading, mathematics, and science objectives.

Subject: Reading

Grade: 5

Test: Maryland State Assessment

Edition/Publication Year: 2009

Publisher: Maryland State Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	97	92	90	90
% Advanced	85	84	51	48	64
Number of students tested	79	87	94	108	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1	1	1
Percent of students alternatively assessed			1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	100	73		77	58
% Advanced	55	36		15	17
Number of students tested	11	11		13	12
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	97	91	91	90
% Advanced	85	85	49	51	64
Number of students tested	72	78	90	98	94

Notes:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

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